

Midland Valley Preparatory School

2432-A Jefferson Davis Highway
Graniteville, sc 29829

Grades K-7 Middle School

Enrollment 209 Students

Principal Lilian Thomas-Wilson

803-594-1028

Superintendent Dr. Linda B. Eldridge

803-641-2428

Board Chair Dr. John B. Bradley

803-641-8431

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	7	33	9	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 10 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	N/A	N/A	No
2004	Below Average	Unsatisfactory	No
2005	Below Average	Below Average	No

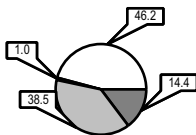
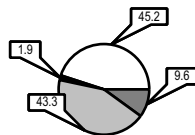
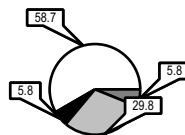
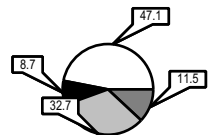
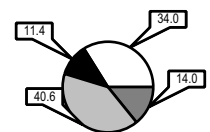
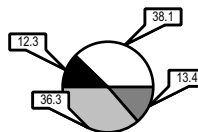
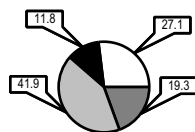
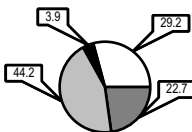
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

92.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	119	98.3	45.6	38.8	14.6	1.0	20.4	No	Yes
Gender									
Male	66	97.0	39.3	46.4	14.3	0.0	19.6		
Female	53	100.0	53.2	29.8	14.9	2.1	21.3		
Racial/Ethnic Group									
White	90	98.9	43.4	39.5	15.8	1.3	22.4	Yes	Yes
African American	24	95.8	50.0	36.4	13.6	0.0	18.2	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	106	100.0	40.2	42.4	16.3	1.1	22.8		
Disabled	13	84.6	90.9	9.1	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	119	98.3	45.6	38.8	14.6	1.0	20.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	119	98.3	45.6	38.8	14.6	1.0	20.4		
Socio-Economic Status									
Subsidized meals	46	97.8	53.3	28.9	15.6	2.2	17.8	No	Yes
Full-pay meals	73	98.6	39.7	46.6	13.8	0.0	22.4		

Mathematics – State Performance Objective = 36.7%									
All Students	119	99.2	45.2	43.3	9.6	1.9	25.0	Yes	Yes
Gender									
Male	66	98.5	45.6	40.4	10.5	3.5	24.6		
Female	53	100.0	44.7	46.8	8.5	0.0	25.5		
Racial/Ethnic Group									
White	90	100.0	41.6	44.2	11.7	2.6	28.6	Yes	Yes
African American	24	95.8	59.1	36.4	4.5	0.0	9.1	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	106	100.0	40.2	46.7	10.9	2.2	26.1		
Disabled	13	92.3	83.3	16.7	0.0	0.0	16.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	119	99.2	45.2	43.3	9.6	1.9	25.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	119	99.2	45.2	43.3	9.6	1.9	25.0		
Socio-Economic Status									
Subsidized meals	46	100.0	58.7	34.8	6.5	0.0	17.4	No	Yes
Full-pay meals	73	98.6	34.5	50.0	12.1	3.4	31.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	119	99.2	58.7	29.8	5.8	5.8	11.5
Gender							
Male	66	98.5	57.9	29.8	3.5	8.8	12.3
Female	53	100.0	59.6	29.8	8.5	2.1	10.6
Racial/Ethnic Group							
White	90	100.0	54.5	29.9	7.8	7.8	15.6
African American	24	95.8	68.2	31.8	0.0	0.0	0.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	106	100.0	54.3	32.6	6.5	6.5	13.0
Disabled	13	92.3	91.7	8.3	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	119	99.2	58.7	29.8	5.8	5.8	11.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	119	99.2	58.7	29.8	5.8	5.8	11.5
Socio-Economic Status							
Subsidized meals	46	100.0	71.7	19.6	2.2	6.5	8.7
Full-pay meals	73	98.6	48.3	37.9	8.6	5.2	13.8

Social Studies							
All Students	119	99.2	47.1	32.7	11.5	8.7	20.2
Gender							
Male	66	98.5	40.4	35.1	12.3	12.3	24.6
Female	53	100.0	55.3	29.8	10.6	4.3	14.9
Racial/Ethnic Group							
White	90	100.0	44.2	32.5	11.7	11.7	23.4
African American	24	95.8	54.5	36.4	9.1	0.0	9.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	106	100.0	43.5	33.7	13.0	9.8	22.8
Disabled	13	92.3	75.0	25.0	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	119	99.2	47.1	32.7	11.5	8.7	20.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	119	99.2	47.1	32.7	11.5	8.7	20.2
Socio-Economic Status							
Subsidized meals	46	100.0	58.7	28.3	6.5	6.5	13.0
Full-pay meals	73	98.6	37.9	36.2	15.5	10.3	25.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	19	100.0	31.6	26.3	42.1	N/A	42.1
	4	33	97.0	31.3	53.1	15.6	N/A	15.6
	5	31	96.8	50.0	36.7	10.0	3.3	13.3
	6	33	100.0	51.5	36.4	12.1	N/A	12.1
	7	33	97.0	21.9	62.5	15.6	N/A	15.6
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	17	100.0	20.0	40.0	33.3	6.7	40.0
	4	16	100.0	50.0	42.9	7.1	0.0	7.1
	5	22	95.5	52.6	31.6	15.8	0.0	15.8
	6	22	100.0	57.9	31.6	10.5	0.0	10.5
	7	20	100.0	60.0	40.0	0.0	0.0	0.0
	8	22	95.5	33.3	47.6	19.0	0.0	19.0
Mathematics								
2004	3	19	100.0	42.1	52.6	5.3	N/A	5.3
	4	33	97.0	53.1	40.6	6.3	N/A	6.3
	5	31	96.8	56.7	23.3	16.7	3.3	20.0
	6	33	100.0	60.6	33.3	6.1	N/A	6.1
	7	33	97.0	43.8	37.5	15.6	3.1	18.8
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	17	100.0	26.7	60.0	13.3	0.0	13.3
	4	16	100.0	57.1	35.7	7.1	0.0	7.1
	5	22	95.5	52.6	42.1	5.3	0.0	5.3
	6	22	100.0	36.8	42.1	15.8	5.3	21.1
	7	20	100.0	66.7	26.7	6.7	0.0	6.7
	8	22	100.0	36.4	50.0	9.1	4.5	13.6
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	17	100.0	86.7	13.3	0.0	0.0	0.0
	4	16	100.0	57.1	28.6	7.1	7.1	14.3
	5	22	95.5	52.6	31.6	10.5	5.3	15.8
	6	22	100.0	57.9	21.1	10.5	10.5	21.1
	7	20	100.0	66.7	33.3	0.0	0.0	0.0
	8	22	100.0	40.9	45.5	4.5	9.1	13.6
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	17	100.0	33.3	60.0	6.7	0.0	6.7
	4	16	100.0	64.3	28.6	7.1	0.0	7.1
	5	22	95.5	52.6	15.8	15.8	15.8	31.6
	6	22	100.0	52.6	21.1	10.5	15.8	26.3
	7	20	100.0	46.7	40.0	6.7	6.7	13.3
	8	22	100.0	36.4	36.4	18.2	9.1	27.3

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 209)				
Students enrolled in high school credit courses (grades 7 & 8)	50.0%	Up from 0.0%	18.5%	15.5%
Retention rate	6.5%	No change	2.8%	3.0%
Attendance rate	96.5%	Up from 96.0%	95.9%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.9%	Down from 3.4%	4.5%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.4%	Up from 2.1%	4.2%	4.6%
Eligible for gifted and talented	0.0%	No change	18.7%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.3%	Down from 5.2%	13.7%	13.6%
Older than usual for grade	7.2%	Up from 4.1%	3.7%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 2.1%	0.6%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 13)				
Teachers with advanced degrees	N/A	N/A	53.1%	51.8%
Continuing contract teachers	N/A	N/A	80.4%	78.1%
Highly qualified teachers	N/A	N/A	91.1%	89.6%
Teachers with emergency or provisional certificates	N/A	N/A	4.2%	6.0%
Teachers returning from previous year	N/A	N/A	87.5%	85.4%
Teacher attendance rate	97.4%	N/R	95.2%	94.9%
Average teacher salary	N/A	I/S	\$41,626	\$41,328
Prof. development days/teacher	14.8 days	Up from 10.8 days	11.7 days	11.5 days
School				
Principal's years at school	3.5	Up from 2.5	4.0	3.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 20.4 to 1	22.1 to 1	21.3 to 1
Prime instructional time	93.1%	N/R	89.7%	89.3%
Dollars spent per pupil*	\$6,736	Up 26.5%	\$5,750	\$6,022
Percent of expenditures for teacher salaries*	58.8%	Down from 69.1%	62.1%	61.7%
Opportunities in the arts	Poor	Down from Good	Good	Good
Parents attending conferences	99.0%	No change	95.2%	96.1%
SACS accreditation	No	No change	Yes	Yes
Character development program	Below Average	Down from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	89.0%		89.4%	
Highly qualified teachers in high poverty schools	90.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%			
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Midland Valley Preparatory School is entering its fourth year as a K-8 Charter School in Aiken County. While growing as a new school, we are seeing great progress in individual student achievement. Smaller classrooms allow our teachers to provide more one-on-one assistance than in a typical traditional classroom. Our teachers have annually attended the Core Knowledge National Conference which has strengthened their ability to present this high functioning curriculum. Projects and many field trip experiences reinforce our mission of providing a hands-on learning environment.

As a public school of choice, our student body represents all five areas of Aiken County. This diversity is the driving force in maintaining our full-time Spanish program for out pre-K through 4th grade students while our middle school students may choose it as an elective.

During the last four years of operation, several of our staff members have received state and national recognition for their efforts in working in charter schools. One of our most recent recipients was our middle school science instructor, Ms. Paul Scott, who represented our school in Florida at the U.S. Department of Education Round Table on No Child Left Behind.

Lilian Thomas-Wilson, school administrator, is completing the principal leadership training offered through the SCDE Office of School Leadership. She was also accepted into the TAPP Program through the SCDE Office of School Leadership and will begin working with other aspiring superintendent candidates.

Our fourth grade class was selected by the Savannah River Site Ecology Lab as a teaching opportunity. Our students hosted the SREL staff for classroom experiences and were invited to visit the Savannah River Site to experience hands-on learning with a variety of reptiles and amphibians. This class was also featured on the SREL Web site.

Our school has maintained a high attendance rate every year due to the students' willingness to attend school because of their close relationships with their peers and the staff of Midland Valley Preparatory School.

Principal: Lillian Thomas-Wilson

School Improvement Committee:
 Lisa Thaxton - Office/Paraprofessionals
 Nancy Pitts - K-4/K-5/Elementary
 Bette Jean Doggett - Middle School

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	0	37	32
Percent satisfied with learning environment	N/R	88.9%	75.0%
Percent satisfied with social and physical environment	N/R	88.9%	67.7%
Percent satisfied with school-home relations	N/R	86.1%	83.3%

*Only students at the highest middle school grade level at this school and their parents were included.